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RECENT DEVELOPMENTS IN I.T.A.

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DESCRIPTORS- *INITIAL TEACHING ALPHABET, *READING RESEARCH,

A SURVEY OF 34 KEY PUBLICATIONS ON THE INITIAL TEACHING ALPHABET WHICH HAVE APPEARED SINCE JANUARY 1967 IS PRESENTED. THE PUBLICATIONS ARE CONSIDERED UNDER THE HEADINGS RESEARCH CONCLUSIONS, THE SECOND BRITISH I.T.A. EXPERIMENT, COMPOSITION IN I.T.A., FUTURE RESEARCH REPORTS, AND THE APPLICATION OF I.T.A. COMPLETE BIBLIOGRAPHIC DATA ARE PROVIDED. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (VANCOUVER, B. C., AUGUST 1967). (RH)

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RECENT DEVELOPMENTS IN i.t.a.

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INTRODUCTION

This paper is intended as a brief guide to the key publications on the Initial Teaching Alphabet (i.t.a.), which have appeared since January, 1967.

The earlier history of i.t.a. has been summarised in a recent article by Downing[1], "How i.t.a. began." It shows that the principle of simplifying and regularising English orthography is a very old idea and that the present i.t.a only came into use as a result of debates in the British House of Commons on Parliamentary Bills designed to have this general principle (not i.t.a. itself) tested. Thus, the primary aim of the British research using i.t.a has been to investigate the question--is the traditional orthography (t.o.) of English an important cause of difficulty in learning to read? The purpose has not been to validate i.t.a. itself. i.t.a is merely the research vehicle for contrasting the general principle of simplified and regularized writing-systems with our more complex and irregular conventional writing-system (t.o.).

(Footnote) [1] Downing, J., "How i.t.a. began," Elementary English, 44 (January, 1967), 40-46.

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RESEARCH CONCLUSIONS

The original British experiment comparing i.t.a. with t.o. in beginning reading and writing, which began in 1961, has now been concluded, and a landmark in the history of i.t.a. was the publication in January, 1967 of the results

of this first experiment in Downing's[2] report in the i.t.a. Symposium[3].

(footnote) 2 Downing, J. "Research Report on the British Experiment with i.t.a.", in National Foundation for Educational Research, The i.t.a. Symposium, Slough, Bucks, England: National Foundation for Educational Research in England and Wales, 1967.

(footnote) 3 The i.t.a. Symposium is available in America, Price $5.20 (add 20 cents for mailing) from Mail Order Department, ASUC Store, Bancroft at Telegraph, Berkeley, California.

This report consists in a very detailed account of the research design and procedures, used in the first experiment with i.t.a., its results, and some brief conclusions. The report was circulated to eleven judges each of whom reviewed it independently. Then the report plus the judges' reviews were reviewed overall by Wall. The whole; the report, the reviews, and the summing up, was published by the National Foundation for Educational Research in England and Wales as the i.t.a. Symposium. The judges represent, in effect, an international panel of educational and reading research experts; Artley, Burt, Diack, Gulliford, Hemming, Holmes, MacKinnon, Morgan and Procter, Neale, Reid, and Vernon.

Their judgments are certainly not unanimous. For example, Diack criticises "the extreme thinness of the research" and is disappointed in its scope because he "should have hoped for something more fundamental" (p. 111). In contrast Burt states "No one can read the preceding report without recognizing that we now know far more about the processes of reading and of learning to read than we did before the experiments were undertaken." (p. 101).

There are a number of detailed criticisms of the experimental method and the statistical treatment of the results, but Holmes finds that the "analysis is thorough and cautious" and the conclusions "conservative" (p. 124). Artley views the report as "definitive and completely objective" (p. 97). Wall's

overview of all the judgments notes both approval and criticism, "Most of the contributors pay a well deserved tribute to Downing for his attempt to control these variables as far as possible and applaud the caution with which he presents his results. Certain criticisms are, however, sustained and do limit the generalizability of the results." (p. 163).

In the research report in The i.t.a. Symposium, Downing drew three main conclusions;

1. "i.t.a. as an example of a transitional writing-system for beginning reading and writing in English generally produces superior results in t.o. reading, and in t.o. spelling by the end of the third year of school." (p. 49).
2. "The success of i.t.a in improving t.o. literacy skills occurs in spite of an important setback in the growth of these basic skills at the stage of transition from i.t.a. to t.o." (p. 49).
3. "The traditional orthography of English is a serious cause of difficulty in the early stages of learning to read and write." (p. 51).

The third conclusion is the most strongly supported by the evidence. Thus the chief purpose of the research has been fulfilled and Downing states unreservedly;

> "So long as t.o. is used for beginning reading and writing one must reckon that children are more likely to become confused about the tasks of reading and writing than they would be with a more simple and more regular system for English." (p. 51).

Nevertheless, the research report does not indicate that i.t.a. is necessarily the best answer to the problem of t.o. Rather it shows the need for research into the practical problems of introducing a general spelling reform for English (p. 52), and points out that even if the general principle

underlying i.t.a. is adopted, there will be an important "need for a series of laboratory studies to shape the new system" (p. 53) to ensure that this principle may be implemented most effectively.[4] This latter recommendation is generally supported by the panel of judges.

(footnote) [4] An abbreviated report of the results of the first i.t.a. experiment is given in Downing, J. "Teaching reading through the medium of i.t.a.", in Brown, A. L. Proceedings of the UKRA Conference, Cambridge, 1966, Edinburgh: Chambers, 1967.

The debate on the first experiment was continued in a national delegate conference organised by the National Foundation for Educational Research in England and Wales and held at the University of London on April 15, 1967. Downing, Wall and some of the panel of judges participated and three new reviewers discussed the i.t.a. Symposium. These were Brimer, Nisbet and Merritt. Downing replied to the judges' criticisms published in the earlier symposium. These proceedings[5] are to be published shortly.

(footnote) [5] i.t.a. Research Evaluated: Conference Proceedings. Slough, Bucks, England: National Foundation for Educational Research in England and Wales, in press.

Subsequent to the publication of the i.t.a. Symposium, some further data from later tests have been reported in a paper by Downing and Latham[6]. Briefly,

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(footnote) [6] Downing and Latham, "Beyond the i.t.a. Symposium" in Brown, A. L., Proceedings of the UKRA Conference, Nottingham, 1967, Edinburgh: Chambers, in press.

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the superior t.o. ability of i.t.a. students is maintained in the fifth year of school. On a group test of silent sentence reading comprehension administered after 4 1/3 years the mean score of the i.t.a. experimental group was significantly superior to that of the original t.o. control group. Also on all sub-tests of a general test of ability in English administered after 4 1/2

years the i.t.a. group had mean scores that were significantly superior to those of the t.o. control group.

The cause of the setback in the transition stage has also been investigated in special analyses of i.t.a. students' errors in t.o. reading at that stage. While no firm conclusions have been drawn, these results suggest the hypotheses that i.t.a. students do not transfer to t.o. merely on the basis of the upper-part of whole word configurations. Details within the t.o. configurations which are different from details within similar i.t.a configurations are also perceived, and these are a source of proactive interference in the transfer of learning from i.t.a. reading to t.o. reading. These investigations represent the preliminary stage in the shaping process predicted for the improvement of the i.t.a. idea in Downing's report in the i.t.a. Symposium. These findings on children's errors in transition were reported in detail at the IRA Convention[7] in Seattle in May, 1967.

(footnote) [7] Downing, J. "Proactive interference in transfer from i.t.a. to t.o.", in Figurel, J. A. (Ed.), Proceedings of the IRA Convention, Seattle, 1967, Newark, Delaware: International Reading Association, in press.

A much more comprehensive account of the British i.t.a research is given in Downing's new book, Evaluating the Initial Teaching Alphabet.[8] For example,

(footnote) [8] Downing, J., Evaluating the Initial Teaching Alphabet, London: Cassell, 1967.

breakdowns of the i.t.a. experimental and t.o. control group samples are provided which show that i.t.a. makes the greatest improvements in that segment of the population which achieves best anyway. The results of the first i.t.a. experiment are discussed thoroughly and the conclusions include specific recommendations for further research and for the improvement of i.t.a. In

addition, this new book contains a full history of previous attempts to introduce simplified and regularised writing-systems for English, and a review of previous research related to the problem of learning to read in the complex and irregular conventional writing-system of English. Also, a chapter is devoted to the events leading up to the i.t.a. experiment; for example, the Parliamentary debates on Dr. Mont Follick's two spelling reform Bills, and the Swedish linguist Wijk's protest against the unquestioned use of i.t.a. in the research.

THE SECOND BRITISH i.t.a. EXPERIMENT

Downing's Evaluating the Initial Teaching Alphabet[9] contains additionally

(footnote) [9] See footnote 8.

the first complete report on the second British i.t.a experiment. An earlier article by Downing and Jones[10] described the design of the experiment, and

(footnote) [10] Downing, J. and Jones, B., "Some Problems of Evaluating i.t.a. A second experiment," Educational Research, 8 (1966) 100-114.

reported the results of the first one and a half years. The full three years' results are provided in this new book.

This second experiment began in 1963 and its primary objective was to check on the results of the first experiment. However, it was not a replication study. The teacher variable was handled differently. Whereas in the first experiment the i.t.a. classes had different teachers from those who taught the t.o. classes, in this second experiment the same teacher taught both i.t.a and t.o. classes in the same school, spending half her time in the i.t.a. room and the other half in the t.o. room. In this second experiment more rigorous control was possible over the publicity and visitor variables.

The results of the second experiment differ from those of the first. The learning pace seems to have been slower. Transition occurred later. For example, by mid second year only 17 per cent had been switched from i.t.a. to t.o. materials as compared with more than twice this proportion in the first experiment. Downing and Jones tentatively attribute this to a more relaxed attitude toward transition in the teacher's in the second experiment.

Also, the differences between i.t.a achievements and t.o. achievements generally were not so great in the second experiment. Nevertheless, the results of the second experiment strengthen the chief conclusion of the first investigation--that t.o. is a major handicap for teachers and children in the English-speaking world. The same setback in t.o. reading attainments as compared with earlier i.t.a attainments at the transition stage was again found in the second experiment, and further evidence of the cause of this in proactive interference from the details of i.t.a. was discovered in the t.o. reading errors of former i.t.a. students. But confirmation of the recovery of the i.t.a. students' superiority over the t.o. pupils' reading achievements was not forthcoming. At the end of the third year it was not possible to determine whether this was because recovery was not going to occur at all in the second experiment, or whether the slower pace meant that the recovery too would appear at a later stage.

COMPOSITION IN i.t.a.

The British i.t.a. research has included the study of children's writing. Spelling test results are provided in the i.t.a. Symposium and in Evaluating the Initial Teaching Alphabet. These show that from mid third year i.t.a. pupils have t.o. spelling attainments which are at least as good as those of children who have used t.o. from the very beginning.

But of much greater importance is the study of the differential effects of i.t.a. and t.o. on children's free written compositions. In the first

experiment sub-samples of the children in the i.t.a. and t.o. groups were compared in respect of a randomly selected week's written compositions during the third year. The results are reported in the two books mentioned in the previous paragraph, and these together with details of another independent study conducted at Dundee, Scotland are included in the article published in February, 1967 by Downing, Fyfe and Lyon.[11] The studies support one another

(footnote) [11] Downing, J., Fyfe, T., and Lyon, M., "The effects of the Initial Teaching Alphabet (i.t.a.) on young children's written composition," Educational Research, 9 (February, 1967), 137-144.

in showing that i.t.a. taught pupils write significantly longer compositions with significantly wider vocabulary than those of children who had written only in t.o. from the beginning of their school careers. The Scottish study also found the compositions from the i.t.a. group better in quality as graded by a panel of judges. This qualitative evaluation was not included in the main experiment. Examples of children's compositions from i.t.a. classes were published earlier in a pamphlet by Downing.[12]

(footnote) [12] Downing, J. Examples of Children's Creative Writing from Schools Using i.t.a., Edinburgh: Chambers, 1964.

FUTURE RESEARCH REPORTS

A new grant has been provided by the British Social Science Research Council for further analyses of the data from the first experiment. Comparisons between i.t.a. and t.o. in, for example, boys and girls, the different social class categories, varying levels of intelligence, different degrees of verbal ability, etc. are planned, and it seems probable that results may be published beginning in 1968.

The Social Science Research Council has also supported a follow-up study of the children in the second i.t.a. experiment, and it will be of particular

interest to see if the recovery from the setback at transition does or does not occur at the later stage.

Two other British i.t.a. experiments have been in progress for some time now. The third experiment is on the timing of the introduction of phonics in i.t.a. classes and the fourth is a carefully designed and rigorous experiment on the use of i.t.a. in remedial reading classes. The third experiment arises out of the theoretical considerations proposed in the paper by Tudor-Hart.[13]

(footnote) 13 Tudor-Hart, B., "Reading and the Acquisition of Speech," in Downing, J. (Ed.) The First International Reading Symposium--Oxford 1964, London: Cassell, and New York: John Day, 1966.

The fourth experiment was predicted in Georgiades'[14] earlier survey of teachers'

(footnote) 14 Georgiades, N. J., A Report on the Uses of i.t.a. in Remedial Reading Classes, Edinburgh: Chambers, 1964.

studies of i.t.a. in remedial teaching. Latham[15] and Georgiades[16] have

(footnote) 15 Latham, W., "Research on i.t.a. for recovering older children from reading failure," in Downing, J. and Brown, A. L., (Eds.), The Second International Reading Symposium, London: Cassell, and New York: John Day, 1967.

(footnote) 16 Georgiades, N. J., "A report of a pilot study on the development of an instrument to investigate the attitude of children to reading," in Downing, J., and Brown, A. L., 1967. (See footnote 15).

recently published a discussion of the methods of this experiment on i.t.a. in remedial reading classes, and the experiment's results are likely to be published at the end of 1967 or early in 1968. Tudor-Hart's experiment on the methods of beginning reading with i.t.a. may be expected to produce published results during this period also.

METHODS OF RESEARCH IN i.t.a EXPERIMENTS

A number of controversial articles have appeared on the problems of the methodology of i.t.a. research. The first one of importance was that of Southgate.[17] This was originally published in the British journal Educational Research in 1965, and the reply of Downing and Jones was published in the next issue of the same journal. A year later Southgate's article was reprinted in the American journal Reading Research Quarterly ~~without~~ and the reply[18] also ~~Unfortunately the reply has still not been~~ was published in the latter journal in the fall ~~but it seems probable that it may appear there before the end~~ of 1967.

(footnote) 17 Southgate, V., "Approaching i.t.a. results with caution," Educational Research, Vol. 7 (1965). Later reprinted in Reading Research Quarterly, 1 (1966), 35-56.

(footnote) 18 Downing, J., Cartwright, D., Jones, B., and Latham, W., "Methodological problems in the British i.t.a. research," Reading Research Quarterly, ~~in press.~~ Fall issue, 1967.

Southgate's chief criticism was that the superior reading achievements found in the i.t.a. classes of the first experiment may be accounted for, at least in part, by what she termed the "Reading Drive." This was described as "a new surge of inspiration" which "ferments in the teacher and bubbles over on to the children who are thrust forward on its wave of enthusiasm." The cause may be "a new teacher or head teacher; a new scheme or method, new books, new apparatus, a new library, testing, recording, regrouping or cross classification of children, lectures and discussion groups for teachers." Southgate went on to question whether such factors had been equated in the first i.t.a. experiment. In the reply of Downing and Jones,[19] published in

(footnote) 19 Downing, J. and Jones, B. "Some problems of evaluating i.t.a. A second experiment." Educational Research, 8 (1966), 100-114.

Britain early in 1966 ~~(but not reprinted with Southgate's criticism when the latter was reprinted in Reading Research Quarterly)~~ it was shown that "Reading Drive" could not be considered as a valid intervening variable in scientific research. It was more akin to the popular notion of drive in such expressions as "Savings Bond Drive." Furthermore, the possible causes of "inspiration" listed by Southgate were for the most part equalized in the i.t.a. experiment. Indeed, in some cases, the teachers and children in the i.t.a. classes definitely had weaker sources of "Reading Drive" than children in the t.o. classes. For example, the i.t.a. classroom libraries had fewer books in the first years of the experiment, i.t.a. was regarded as a bizarre gimmick rather than a wonderful novelty, and parents' attitudes were somewhat negative. Downing and Jones admitted that some i.t.a. classes had had a large number of outside visitors and publicity in local press and on T.V. which might or might not have influenced the children's progress. In one direction or the other however, these problems had been recognized and brought under more rigorous control in the second i.t.a. experiment.

Reading Research Quarterly recently published a further criticism of the first British i.t.a. experiment by Marsh,[20] this time on the statistical treat-

(footnote) [20] Marsh, R. W., "Some cautionary notes on the results of the London i.t.a. experiment," Reading Research Quarterly, 2 (Fall, 1966), 119-126.

ment of data in an earlier interim report by Downing[21] (now superceded by the

(footnote) [21] Downing, J., The Initial Teaching Alphabet Reading Experiment, London: Evans Bros., 1964, and Chicago: Scott, Foresman, 1965.

final reports in The i.t.a. Symposium and Evaluating the Initial Teaching Alphabet). The reply of Downing, Cartwright, Jones, and Latham[22] showed that

(footnote) [22] See footnote 18

Marsh's method of analysing the data was based on an invalid assumption and inaccurate computation of his own formula.

Of more general importance for teachers of English is the transatlantic dialogue between Fry and Downing on the problem of controlling the linguistic stimuli and their method of presentation to students in i.t.a. and t.o. reading materials. Fry[23, 24] contends that his experiments have produced results

(footnote) 23 Fry, E. B., "The diacritical marking system and a preliminary comparison with the Initial Teaching Alphabet," Journal of Typographic Research, 1 (Jan. 1967), 19-30.

(footnote) 24 Fry, E. B., "i.t.a.: A look at the research data," Education, 87, 549-553.

which conflict with all those from the British i.t.a experiments. He claims to have compared i.t.a. with t.o. and found no difference in their results. Downing[25, 26] has pointed out in reply that Fry's comparison of i.t.a. is quite

(footnote) 25 Downing, J., "Commentary: Methodological Problems in Research on Simplified Alphabets and Regularized Writing-Systems," Journal of Typographic Research, 1 (April 1967), 191-197.

(footnote) 26 Downing, J. "Conflicts and confusions in i.t.a. experiments," in Figurel, J. A. (Ed.) Vistas in Reading (Proceedings, 1966, Vol. 11, Part I) pp. 269-272.

invalid for two reasons:

1. He failed to equalize the important materials/methods variable in his experiment. The t.o. group used the Sheldon Readers while the i.t.a. group used the Early-to-Read series which is entirely different, not only in the writing-system, but also in its language content and teaching methodology. Therefore one cannot know which variable was effective in causing his results.

2. Fry's tests were all in t.o. only. Thus i.t.a. students were tested in t.o. after only 140 days of i.t.a. instruction, and therefore one cannot know how much of the English language printed in i.t.a. they could handle as compared with children learning and reading English in t.o.

Many other American i.t.a. studies have made the same two errors of design and consequently make it impossible to draw conclusions from them, one way or the other, as to the differential effects of the i.t.a. and t.o. writing-systems. Two American studies which have controlled this variable are those of Helen Robinson at Chicago and Jack Holmes and Ivan Rose at Stockton, California. In both these studies, the materials/method variable is rigorously controlled by having the same Scott, Foresman basal reading series in both experimental and control groups, the only difference then being the crucial writing-system variable. That is the books are printed in i.t.a. for the experimental classes and the same books are printed in t.o. for the control classes. This was the plan in both British experiments, except that the series used in parallel i.t.a. and t.o. editions was Janet and John.

APPLICATION OF i.t.a.

An important change in the content of discussions about i.t.a has been noted in recent months. More and more concern has been expressed about how i.t.a. should be taught.

Originally there was more controversy about whether i.t.a.. should be taught at all, and educators showed concern about the rationale of the i.t.a. writing-system[27] itself. The analysis of the Early-to-Read i.t.a. program of

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(footnote) [27] The description of the i.t.a. system and its rationale has been provided in a number of earlier publications e.g. Downing, J., The Initial Teaching Alphabet Explained and Illustrated, London: Cassell, and New York: Macmillan.

Mazurkiewicz and Tanyzer revealed important differences of underlying educational theory and methods between this i.t.a. series and most other i.t.a. basal reading programs. This interesting analysis was provided in an article by Ohanian.[28] According to her, the i.t.a. Early-to-Read program is basically

(footnote) 28 Ohanian, V. "Control populations in i.t.a. experiments," Elementary English, 43 (1966), 373-380.

"a phonic approach" in which the "mode of teaching and learning is largely through telling and being told respectively, and much less through guided discovery." Ohanian's description also indicates a formal approach to letter-formation and handwriting in this particular i.t.a. program.

Downing[29] has criticized Ohanian chiefly on the grounds that she makes

(footnote) 29 Downing, J., "What's wrong with i.t.a.," Phi Delta Kappan, 48 (Feb. 1967), 262-266. This article also criticizes some elements of the i.t.a. alphabet and spelling rules and certain statements emanating from the i.t.a. Foundation which are tending to obscure the original "no copyright" declaration of the University of London and National Foundation for Educational Research published in June 1960.

the erroneous assumption that the Early-to-Read i.t.a. program is synonymous with all i.t.a. teaching. In fact, the teaching methods found by Ohanian in the Early-to-Read series conflict sharply with the educational theory and practices underlying the use of i.t.a. in the original British i.t.a. experiments and subsequently in most British schools and many American i.t.a. classes also.

For example, in another article, Downing[30] describes i.t.a.'s "three

(footnote) 30 Downing, J., "Nature and Functions of i.t.a. in Beginning Reading," in Figurel, J. A., Proceedings of the IRA Convention, Seattle, 1967, Newark, Delaware: International Reading Association.

chief virtues" as:

"1. facilitating the discovery approach;

2. providing a better medium for self-expression in writing;

3. creating learning and problem-solving situations which foster a healthy self-image."

and he shows how i.t.a. as used, for example, in the i.t.a. Downing Readers fits neatly into recent theories and research on children's thinking and language as represented in the work of Piaget and Bruner. In another article, Downing[31] suggests that all three major virtues of i.t.a. are lost when taught in the way described by Ohanian;

"It is a shocking waste of i.t.a.'s potential if a 'guided discovery' approach is not used in i.t.a. . . . . It would be an appalling abuse of i.t.a. to employ it to bring back dreary alphabetic work books as the child's first introduction to reading. The greater simplicity and regularity of i.t.a. make it easier for children to discover the relations between letters and sounds, and we should grasp this opportunity to implement in the field of reading the educational philosophy which has been easier to implement in other learning tasks."

The contrast between the formal atomistic i.t.a. approach described by Ohanian and the discovery, self-realisation, and self expression i.t.a. approach related by Downing is clearly discernible in several other recent books on i.t.a., notably those of Leigh[32] and Sceats[33]. For example Leigh,

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(footnote) 31 Downing, J., "i.t.a.--What next?" in ~~Proceedings of the National Reading Conference, St. Petersburg, 1966.~~ Junior College and Adult Reading Programs - Expanding Fields. Marquette University, Milwaukee, Wisconsin: National Reading Conference, 1967.

(footnote) 32 Leigh, T., i.t.a. in the Classroom, Edinburgh, Chambers, 1967.

(footnote) 33 Sceats, J., i.t.a. and the Teaching of Literacy, London: Bodley Head.

one of the original British teachers who first taught i.t.a. in 1961, is distressed about the misconception that i.t.a. "should automatically be associated with a synthetic phonic method." She believes that "it would be a pity if this idea were to gain ground, for in the important early stages the happy, relaxed atmosphere of a classroom which sets the scene for reading for meaning is all-important," and she fears that "this might be lost if letters and their sounds become of prime importance, and the first work in the classroom was to see that each child knew his 44 characters and their sounds."

Ohanian's description of the Early-to-Read approach with i.t.a. appears to be just such a situation as is feared by Leigh. A new book, at present at the printers, provides a description of the teaching methodology designed to make the most of i.t.a.'s three chief virtues. It is intended as a guide to teachers using an eclectic basal reading series in i.t.a. (such as the Downing Readers), and it is closely related to a "model" example of an i.t.a. discovery-approach school in the south of England. The author~~s are Downing~~ ~~and~~ Gayford,[34] is the headteacher of this school.

(footnote) 34 ~~Downing, J., and~~ Gayford, O. i.t.a. in Primary Education. London: Initial Teaching Publications, in press.

The list of publications in this article should provide a series of focal points for further reading. It should at least make a skeleton or framework into which may be fitted those pieces of the jig-saw of the numerous articles and books about i.t.a. with which some educators may already be familiar.

Note to Publisher and Printer

The abbreviation "i.t.a." used in this article is the only correct one for an academic publication on the "initial teaching alphabet". Cthers, for example, with slash ("/") marks between the letters may be patented trade marks or may be interpreted as referring to the commercial products of particular publishers of i.t.a. school text books.

The use of such unauthorized abbreviations may involve printers and publishers in legal suits. The undersigned will take no responsibility for any actions which may arise from incorrect styles of abbreviation. It is strongly advised, therefore, that care is taken in setting up the type and in reading the proofs to ensure that only the non-copyright non-patent abbreviation style with periods is used, that is "i.t.a."

John Downing